



Universitas Negeri Surabaya
Faculty of Sports and Health Sciences
S1 Sports Coaching Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date												
Motor Development and Learning	8520202163		T=2 P=0 ECTS=3.18	2	July 18, 2024												
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator													
	Dr. Or. Muhammad, S.Pd., M.Pd.													
Learning model	Case Studies																
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																
	Program Objectives (PO)																
	PLO-PO Matrix																
		P.O															
	PO Matrix at the end of each learning stage (Sub-PO)																
	P.O	Week															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Short Course Description	Understanding of the development and stages of motor skills through various movements and games.																
References	Main :																
	1. Rahyubi, Heri. 2012. Pembelajaran motorik dasar 2. FOX et al. 1992. Physiology Exercise																
	Supporters:																
Supporting lecturer	Dr. Irmantara Subagio, M.Kes. Prof. Dr. Agus Hariyanto, M.Kes. Dr. Wijono, M.Pd. YONNY HERDYANTO Bayu Agung Pramono, S.Pd., M.Kes.																
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assesment Weight (%)										
		Indicator	Criteria & Form	Offline (offline)	Online (online)												
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)										
1	Introduction to College Contracts			2 X 50			0%										

2	Understand and be able to implement learning development models in AUD in terms of developmental differences	After attending the lecture, students are expected to be able to: Explain and be able to create a Physical Motor learning design at AUD in terms of developmental differences.		Presentation and discussion 2 X 50			0%
3	Understand and be able to implement learning development models in AUD in terms of developmental differences	After attending the lecture, students are expected to be able to: Explain and be able to create a Physical Motor learning design at AUD in terms of developmental differences.		Presentation and discussion 2 X 50			0%
4	Understand and be able to implement learning development models for AUD aged 0 13 2 years	After attending the lecture, students are expected to be able to: Explain and be able to design a learning development model for AUD aged 0 13 2 years	Criteria: Results Live presentations and papers created	Presentation and discussion 2 X 50			0%
5	Understand and be able to implement learning development models for AUD aged 0 13 2 years	After attending the lecture, students are expected to be able to: Explain and be able to design a learning development model for AUD aged 0 13 2 years	Criteria: Results Live presentations and papers created	Presentation and discussion 2 X 50			0%
6	Understand and be able to implement learning development models for AUD aged 2 13 4 years	After attending the lecture, students are expected to be able to: Explain and be able to design a learning development model for AUD aged 2 13 4 years		Presentation and discussion 2 X 50			0%
7	Understand and be able to implement learning development models for AUD aged 2 13 4 years	After attending the lecture, students are expected to be able to: Explain and be able to design a learning development model for AUD aged 2 13 4 years		Presentation and discussion 2 X 50			0%
8	Midterm exam			2 X 50			0%
9	Understand and be able to implement learning development models for AUD aged 4 13 6 years	After attending the lecture, students are expected to be able to: Explain and be able to design a learning development model for AUD aged 4 13 6 years		Presentation and discussion 2 X 50			0%

10	Understand and be able to implement learning development models for AUD aged 4 13 6 years	After attending the lecture, students are expected to be able to: Explain and be able to design a learning development model for AUD aged 4 13 6 years		Presentation and discussion 2 X 50			0%
11	Understand and be able to implement learning development models in AUD in terms of developmental differences	After attending the lecture, students are expected to be able to: Explain and be able to create a Physical Motor learning design at AUD in terms of developmental differences.		Presentation, simulation and discussion 2 X 50			0%
12	Understand and be able to implement learning development models in AUD in terms of developmental differences	After attending the lecture, students are expected to be able to: Explain and be able to create a Physical Motor learning design at AUD in terms of developmental differences.		Presentation, simulation and discussion 2 X 50			0%
13	Understand and be able to apply learning development models in AUD related to language	After attending the lecture, students are expected to be able to: Explain and practice simulations of learning development models in AUD related to language.		Presentation, simulation and discussion 2 X 50			0%
14	Understand and be able to apply learning development models in AUD related to Cognitive	After attending the lecture, students are expected to be able to: Explain and practice learning development models in AUD related to cognitive		Presentation, simulation and discussion 2 X 50			0%
15	Understand and be able to apply the Physical Motor learning development model to AUD which is related to Giftedness	After attending the lecture, students are expected to be able to: Explain and practice the learning development model at AUD related to giftedness		Presentation, simulation and discussion 2 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.